

# ***Lesson 10***

## ***Knowing the Basics About Clubs***

### ***Materials:***

- ❑ Overhead or power point slides of the definition, criteria and policies for 4-H clubs.

### ***Objectives:***

1. To provide a definition of a 4-H Club
2. To present the national (CSREES/USDA) criteria governing all youth development programs delivered through 4-H.
3. To provide official policies regarding; enrollment, fiscal responsibility and reporting requirements.

### ***What to do -***

Introduce Section III

Introduce the lesson

### ***What to Say -***

We have spent time so far reviewing the benefits of involving youth in 4-H. We have talked about creating environments for youth that meet their needs. We have discussed the competencies critical to full preparation for adulthood and the skills that must be mastered to achieve competence in these areas. We have spent quite a bit of time reviewing and practicing effective delivery methods for teaching these life skills. We have presented the organizational structure that supports these efforts and identified the advantages of delivering 4-H through a club model. Now we are ready to look at the nuts and bolts of getting 4-H clubs started and of sustaining them in effectively delivering youth development opportunities. We will start by becoming clear about what a 4-H club is.

## ***What to do–***

## ***What to Say–***

Use the overhead or power point slide to describe a 4-H club.

In lesson five we discussed single project and multi project 4-H clubs and the kinds of activities typical to those clubs. However, if you are planning to start a 4-H club in your community or within an existing youth development program, you will need to be able to offer a simple definition that covers all types of 4-H clubs. Some components and characteristics are common to all 4-H clubs and these commonalities provide this definition.

(Slide One: What is a Club)

A 4-H club is an organized group of youth that meet regularly with a planned ongoing program that is conducted throughout the year. It is advised by adult staff or volunteers and typically elects officers to provide leadership to the group. The club may meet in any location and will include planned opportunities to learn skills in leadership, citizenship, community service and public speaking. Project experiences are offered to address additional life skill development.

Use overhead or power point slides to present criteria for 4-H programs.

Criteria for 4-H Clubs (2002). Paper prepared for Families, 4-H, and Nutrition; Cooperative State Research, Education and Extension Service; U.S. Department of Agriculture, Washington DC 20250

(Slide Two: Criteria for 4-H Youth Development Programming)

States have their own policies governing 4-H clubs. But these policies must be consistent with criteria set by national (CSREES/USDA) headquarters.

These criteria define 4-H club delivery and all other delivery methods within the 4-H program. This is the list of those criteria. 4-H programs, curricula, and procedures are based in research and are developmentally appropriate.

4-H programs are based on the needs of children/youth and their parents.

4-H provides access to resources of Land



## ***What to do–***

## ***What to Say–***

Use overhead or power point slides to describe the enrollment policies for 4-H clubs.

Grant University Cooperative Extension System. 4-H provides members access to – county, state, national 4-H opportunities. 4-H membership is open to all youth.

4-H program delivery employs experiential learning strategies.

4-H encourages active involvement and participation by children/youth and adults in all aspects.

4-H relies heavily on youth and adult volunteers/staff leaders to provide a critical support system for 4-H.

4-H provides training for volunteer/staff leaders recognizing that training is essential for effective 4-H programs.

4-H adapts to and supports mobility of children/youth and parents.

4-H clubs comply with national 4-H name and emblem policies and policies of the state.

(Slide Three: Enrolling a 4-H Club)

The criteria for enrollment of clubs in your state should have been provided to extension staff during new- hire orientation training. If it was not, you need to contact your state office to obtain that information. If you are partnering with 4-H, the 4-H agent in your county will help you meet county requirements.

Official enrollment as a 4-H Club and/or receipt of a 4-H Club charter gives the club the authority to use the 4-H name and emblem.

Examples of what may be necessary for official enrollment are as follows:

The local club has a set number of members with completed enrollments.

The club is organized with youth officers.

There are one or more appointed and trained club leaders.



## ***What to do–***

## ***What to Say–***

Use overhead or power point slides to describe the enrollment policies for 4-H club members.

An initial meeting place is secured for at least several consecutive months.  
An official club name is chosen.  
Club rules, which may be in the form of by-laws, are established. By Laws will be discussed more fully in Lesson 11.  
At least six or more regular meetings plus project meetings are scheduled.  
A written educational plan for the club program and activities is presented to the county 4-H office.

A copy of the club enrollment is kept on file with the local 4-H office.

(Slide Four: Enrolling Members)

Enrollment of members, volunteers and leaders is required each year and is done through the county and submitted to the state office. The county 4-H office has the necessary forms and instructions for completion. The due dates for forms correlate to the 4-H program year in that state which is considered to operate from October 1 through September 30 or from January 1 through December 31.

Enrollment forms of members and volunteers who join the club after the beginning of the club year, will be submitted to the county 4-H office by the club leader immediately upon joining. Enrollment forms may include releases for use of photographs, agreements for non-discriminatory membership, and other mutual agreements. Often a state 4-H code of conduct and/or a list of leader expectations must be read and signed and submitted with the enrollment form.

Eligibility for competition and some project involvement requirements are often determined by birth date or grade in school. Contact your county 4-H agent for accurate information for your state.



## ***What to do–***

## ***What to Say–***

Use overhead or power point slides to describe the enrollment policies for volunteer leaders.

(Slide Five: Enrolling Volunteers)  
Volunteer leaders must also enroll annually and enrollment dates correspond to member enrollment dates. Most states require that volunteers complete a screening and training process prior to serving as an official 4-H leader and working directly with youth. Position descriptions that outline leader responsibilities are usually provided. This topic will be discussed in greater detail in Lesson 15. Additional forms such as health information, parent/guardian permission, code of ethics, etc. may be required for attendance at special programs beyond the club level (e.g. County 4-H Camp, State 4-H Conference, State Leader's Forum, National Technology Conference).

Use overhead or power point slides to describe the fiscal and reporting policies for 4-H clubs.

(Slide Six: Fiscal Requirements)  
Let's look at the fiscal requirements for 4-H clubs.  
4-H Clubs do not pay taxes on income generated for the club. The ruling was issued to the Department of Agriculture by the Internal Revenue Service on April 24, 1946, under section 101(6) of the Internal Revenue Code of 1939, which corresponds to section 501(c) (3) of the 1986 Code.

Some states require 4-H members to pay membership dues, and some states do not. Sometimes counties will assess fees to cover the cost of insurance, newsletters or other specified items.

Liability and accident insurance coverage varies within each state and for



## ***What to do–***

## ***What to Say–***

Use overhead or power point slide to describe the reporting process.

partners participating with 4-H. This information should also have been provided for county personnel during new-hire orientation, training. If it was not, contact your state office to obtain the information. Ensuring proper coverage for members and volunteers is extremely important and protects you and the organization. If you are partnering with 4-H you will want to ask your county agent for information and forms concerning insurance coverage available to your 4-H club and work with that office to complete the paper work.

(Slide Seven: Reporting)

There are also some reporting and assessing requirements associated with 4-H clubs. County 4-H Agents report data to CSREES/USDA in an annual statistical report of summarized demographic data regarding members and volunteers. This information includes the numbers of clubs in the county, member enrollment and narrative information about the program. Staff training in each state prepares county 4-H agents to complete the required report. If you are a youth development professional working with a 4-H club within an organization outside Extension, your county agent will need to include data on your club in this report.

The information you supply the county 4-H office may well be the same information your organization requests.

In addition to the statistics gathered about your club, you will want to provide some information that relates the success of the club in providing the support youth need. In other words, you will need to be able to state how well the club is contributing to the growth and development of its' members. A checklist to use in this process is found in lesson 13.



## ***What to do-***

## ***What to Say-***

Bring closure to the lesson.

It is necessary to be able to define a 4-H club if we are to advocate for the youth development that 4-H clubs provide and to encourage youth to join. You must also be familiar with the policies and requirements for establishing 4-H clubs. With this background you are ready to begin the process of starting a 4-H club.



## ***What constitutes a 4-H Club?***

**An organized group of youth**

**An ongoing planned program**

**Adult staff or volunteer advisors**

**Elected officers**

**Determined meeting place**





## ***What constitutes a 4-H Club?***

**Opportunities to learn skills**

**Opportunities for**

**leadership**

**citizenship/community service**

**public speaking**



## ***Criteria for 4-H Youth Development Programming*** (USDA/CSREES)

- **Based on research and developmentally appropriate.**
- **Based on the needs of children/youth and parents.**
- **Uses resources of Land Grant University Cooperative Extension System.**



## ***Criteria for 4-H Youth Development Programming*** (USDA/CSREES)

- **Provides opportunities at county, state, national 4-H level.**
- **Open to all youth.**
- **Employs experiential learning strategies.**
- **Encourages active involvement and participation by all.**



## ***Criteria for 4-H Youth Development Programming*** (USDA/CSREES)

- **Relies on youth and adult volunteers.**
- **Provides training for volunteer/staff.**
- **Adapts to and supports family mobility.**
- **Complies with national 4-H name and emblem policies and policies of the state.**



## ***Enrolling a 4-H Club***

**Provides authority to use 4-H  
name and emblem.**

**May require:**

**set number of members**

**youth officers**

**one or more appointed and  
trained club leaders**

**a secured meeting place**



## ***Enrolling a 4-H Club***

**May require:**

**an official club name  
established club rules or  
by laws  
scheduled meetings  
educational plan for club  
club enrollment on file  
with the local 4-H office**



## ***Enrolling Members***

**Annual enrollment required for participation in a 4-H club.**

**Enrollment due date determined and conducted by county.**



## ***Enrollment Forms***

**may include:**

**release for use of photographs,  
agreement for non-  
discriminatory membership,  
signed state 4-H membership  
code of conduct,  
signed list of leader  
expectations.**





## ***Enrollment Forms***

**other mutual agreements set  
by state.**

**Competition eligibility &  
involvement in some projects  
often determined by birth date  
or grade in school.**



## ***Enrolling Volunteers***

**Screen and train as required.**

**Enroll annually.**

**Enrollment due date determined  
by county.**

**Position descriptions.**



## ***Enrolling Volunteers***

**Signatures obtained on forms  
related to  
health information  
parent/guardian permission  
code of ethics, etc.**



## ***Fiscal Requirements***

### **Tax Exemption**

#### **IRS ruling 1946**

**under section 101(6) of the  
Internal Revenue Code of  
1939, which corresponds to  
section 501C(3) of the  
1986 Code.**



## ***Fiscal Requirements***

### **Member Fees/Dues**

**Varies by state**

**Some have dues – some do not**

**Counties may assess for specific costs**



## ***Fiscal Requirements***

### **Insurance**

**Liability and accident insurance  
coverage varies by states**

**Proper coverage for members  
and volunteers extremely  
important**



## ***Fiscal Requirements***

**Protects personnel**

**Protects organization**

**County 4-H Office responsible for  
helping to arrange coverage and  
complete paper work**



## ***Reporting***

**CSREES/USDA requires annual  
statistical report from counties**

### **Demographics**

**number of clubs**

**member enrollment**

**narrative information**





## ***Reporting***

### **Who reports**

**Club leaders give 4-H agents  
information**

**Partners give 4-H agents  
information**

**Staff training prepares 4-H  
agents to complete the  
required report**





# ***Lesson 11***

## ***Getting Clubs Started***

### ***Materials:***

- ☐ PowerPoint or overhead slide of Steps in Establishing 4-H Clubs
- ☐ Materials groups can use in presentations
  - Flip charts, markers, tape, hats, pads of paper, overhead transparency paper etc.

### ***Objectives:***

1. To provide a guideline to use in starting a 4-H club.
2. To reinforce application of that guideline.

### ***What to do -***

Introduce the lesson

### ***What to Say -***

In this lesson, we are going to cover the steps involved in starting a 4-H club and in lesson 12 we will study the club-meeting component. Each state has its own policies and procedures for starting 4-H clubs, but the steps we are presenting today are common to the process in most states. If you are an extension employee you should have received information at an orientation training regarding policies for starting 4-H clubs in your state. If you are not aware of these policies, contact your state 4-H office for this information. If you are a youth development professional starting a 4-H club within another organization, the 4-H Agent in your county will be able to help you with the procedures specific to 4-H in your state.

Divide the class into five groups using a grouping activity of your choice. Using a poster, overhead or power point slide of the nine Steps in



## ***What to do–***

## ***What to Say–***

Establishing a 4-H Club, assign each of the groups one of the following sections of the material.

Group 1: Steps 1,2,3 and 4.

Group 2: Step 5

Group 3: Step 6

Group 4: Steps 7 and 8

Group 5: Step 9

Display the poster or overhead slide of Steps in Establishing a 4-H Club.

In Section III, Lesson 11 of your handbook you will find a nine -step process outlining the action to take in getting clubs started. Because you will remember the steps better if you experience them, we are going to involve you all in teaching this process. I am going to divide the class into five groups and assign each group a portion of this material. It will be the responsibility of each group to present the steps they have been assigned to the rest of the class. You may be as creative as you like with this task but your presentation my not exceed 5 minutes.

The first four steps of the process are concerned with preparation needed before bringing a group together and three of those steps are directed to youth professionals who are partnering with 4-H.

I would like Group 1 to be responsible for these first four steps.

Steps five through nine occur in conjunction with club members and leaders. I would like Group 2 to take responsibility for Step 5, Group 3 to take Step 6, Group 4 to take Steps 7 and 8 and Group 5 to take Step 9.

I'm going to give you 15 minutes to work on this and then we will see if you are ready to present your step to the rest of the class.

Move about the room to provide assistance and to monitor progress. Adjust the group work time as needed.



## ***What to do–***

## ***What to Say–***

Give the group a five-minute warning before ending their preparation time.

Facilitate the group presentations. Monitor presentation time to adhere to 5 minute time frame.

Fill in key points for each step if the group does not cover them.

### **Look for these key points**

**Step 1:** Contact the county 4-H Agent

**Step 2:** Attend local 4-H volunteer/leader training

We are ready for the presentations on the nine steps for establishing 4-H clubs. I encourage you to take notes on these presentations for future reference. Group one will start the process.

*(If not covered by the group.)*

–The 4-H Agent is your link to the county, state and national policies and guidelines. *(Agents who do not have this information are responsible for getting it.)*

–The 4-H Agent can provide:

- Help in getting your club started and in managing the club
- Enrollment forms
- Curricula and resources
- Connection to CES opportunities for youth/volunteers
- Volunteer/leader training opportunities
- Recognition opportunities for both volunteers and youth
- County and state competitive activities
- County and state noncompetitive activities
- National events and experiences
- Scholarships or small grants

*(If not covered by the group.)*

–Learn about the policies and procedures of the county program.



## ***What to do–***

## ***What to Say–***

**Step 3:** Obtain county and state 4-H policies and guidelines

- Discover 4-H opportunities in that county and state.
- Network with other 4-H club leaders and the county 4-H staff.
- Review principles of youth development and experiential learning.
- Find out more about specific 4-H curricula.

**Step 4:** Assess youth, parent, community needs and interests

*(If not covered by the group.)*

- Ensure you are following the proper guidelines for your county. Ensure you know enrollment and chartering procedures.
- Ensure you know appropriate use of the 4-H name and emblem.

*(If not covered by the group.)*

- A necessary step for extension professionals and partners.
- Determine need
  - demographics of community.
  - other out-of school options available
- Determine kind of club that will meet needs
  - needs and interests of the youth
  - activities parents want for their children

Continue in this manner until all nine steps have been presented. Watch for the following key points.

**Step 5:** Recruit Potential Club Members

*(If not covered by the group.)*

- Identify potential youth and families
- Hold “exploring possibilities” meeting
- Give presentation about 4-H  
Reasons for joining 4-H

- Be with friends
- Fun things to do and learn
- Youth directed
- 4-H everywhere
- Not costly
- Projects are designed to be very adaptable.
- Community resources can be incorporated



## ***What to do–***

## ***What to Say–***

**Step 6:** Conduct an Organizational Meeting

- Gather information
- Interests of group
- Best days and times for meetings
- Possible adults leaders
- Contact information

*(If not covered by the group.)*

- Need adult leader
- Invite youth /parents who showed interest
- Prepare the space
- Greet and introduce youth and families as they arrive
- Use group-building activities
- Conduct meeting with club leader
- Help the group:
  - Determine the kind of club they want
  - Identify the project or projects they want
  - Set some ground rules
  - Plan for name and by-laws
  - Determine officers
  - Determine dates and times for meetings
- Provide activity from set of project material

**Step 7:** Recruit project leader/leaders and distribute curricula

*(If not covered by the group.)*

- Easier to recruit with known curricula
- Over 100 curricular options in CCS
- States often have additional project curricula
- County resource library important
- Most curricula free
- More about recruiting in lesson 16

**Step 8:** Complete and submit enrollment and other appropriate reports

*(If not covered by the group.)*

- Clubs responsible for submitting forms to county office.
- Counties provide an annual report to



**Step 9:** Assist with club by-laws preparation

the state office

- States must report to the federal headquarters
- Annual report information will help justify
- Data gathered also used to generate county or state
- Enrollment data verifies eligibility requirements for local, state and national competitions.

*(If not covered by the group.)*

- By-laws provide agreed upon rules for the way the club will function
- All members of the club agree upon these rules
- By-laws can reduce misunderstandings and conflict
- Include when and where the club meets,
  - Who may join,
  - What officers the club elects,
  - What criteria are used for a member to remain in good standing
  - Non-discrimination statement
- By-laws are kept on file with the local 4-H office
- By-laws are a pre-requisite for most club charters.
- All members, parents and leaders have a copy
- Are reviewed annually
- Are written and agreed upon by the entire membership
- Are approved by county agent to assure compliance.

*(Be sure the group has looked at the sample by-laws document in Section III, Lesson 11.)*





## ***What to do–***

Thank the group for their presentations and ask for volunteers (or assign participants) to the skit in lesson 12.

## ***What to Say–***

We have covered the steps in getting a club started. Now we need to know the elements that keep a club going. Young people will not keep coming to a club meeting that is boring and does not provide for interaction with their friends. So we are going to begin the “maintaining clubs” portion of section III with a look at effective club meetings. I need to ask for some volunteer actors to help with this lesson.



## ***Steps for Establishing 4-H Clubs***

- 1. Contact 4-H Agent**
- 2. Attend volunteer leader training**
- 3. Obtain county and state 4-H policies and guidelines**



## ***Steps for Establishing 4-H Clubs***

### **4. Assess needs and interests**

**Youth**

**Parents**

**Community**

### **5. Recruit potential members**

### **6. Conduct organizational meeting**



## ***Steps for Establishing 4-H Clubs***

- 7. Recruit project leader(s) &  
distribute curricula**
- 8. Complete & submit enrollment  
forms and appropriate reports**
- 9. Assist with club by-law  
preparation**



# Lesson 12

## Conducting Club Meetings

### Materials:

- ☐ Overhead or PowerPoint slides of
  - Procedures for Maintaining Clubs
  - Life Skills Addressed in 4-H Club Meetings (3 slides)
  - Environments That Meet Basic Needs
  - Club Environments That Meet Basic Needs
  - Club Meeting Format Formula
- ☐ Life skill cards for each table group\*\*
- ☐ Flip chart paper
- ☐ Colored markers
- ☐ Sticky Wall

If you use the skit you will also need:

- ☐ 4-H Meeting Kit with flags, banner and gavel
- ☐ Club meeting skit and script
- ☐ Demonstration resources, including “What Hat are you Wearing?” page,
  - two full sized sheets of newsprint (flip chart paper) per participant
  - rolls of 2 inch clear packing tape and healthy snacks

### Objectives:

1. To reinforce the opportunity to deliver life skills training through 4-H club meetings
2. To present the elements of an effective 4-H club meeting
3. To provide materials that support clubs in conducting effective club meetings

### Note:

*This lesson is designed to help youth development professionals understand the many opportunities available within a 4-H club meeting to teach life skills. The Club Meeting Skit is included for participants who are not familiar with the 4-H club delivery model. While it can be a fun addition to the training, it is not necessary for an audience of 4-H professionals. If you do not use the skit, you need to add the “What Hat Are You Wearing” activity from the skit to Lesson 13B: Roles and Responsibilities as an introductory activity. The flow of that addition works well following the slide presentation of lesson 13A.*

**\*\*Divide the following skills according to the number of table groups you have. There are 21 skills.**  
The lesson plan suggests seven tables of three skills each.  
{Leadership, Communication, Critical Thinking}  
{Responsible Citizenship, Goal Setting, Learning to Learn}  
{Decision Making, Problem Solving, Community Service}  
{Planning/Organizing, Cooperation, Keeping Records}  
{Managing Feelings, Character, Teamwork}  
{Accepting Differences, Social Skills, Volunteering}  
{Sharing, Self-esteem, Marketable Skills}



**Preparation**

You will need to designate someone to enter the ideas generated by the group during the life skills identification activity into the computer and to assume responsibility for printing and distributing copies of that list to participants.

If you use the club meeting skit you will need to have asked seven participants to be actors in the skit. Do this the day before the lesson will be presented or before a snack or lunch break so that they will have time to prepare the skit. Give each actor a copy of the prepared script. Ask them to fill in the blanks in the script to adapt it to this training group. Give them copies of the directions for the “make a hat” activity and review those directions with them. Make a Hat will be used for the Educational Program demonstration activity during the club meeting.

Introduce the Procedures for Maintaining Clubs using power point/overhead slide 1. This lesson addresses the first step of the support process which is: involving youth and leaders in planning and conducting the meetings.

The next three lessons are intended to provide a general overview of the procedures involved in maintaining a 4-H club. As with the methods for starting clubs, each state has its own policies and procedures for ongoing support of clubs. The following procedures however tend to be common to most states.

1. Involve youth and leaders in planning and conducting the meetings
2. Involve club members in preparing a yearly club plan
3. Promote or market the club
4. Help youth transition to new communities when families move.



## ***What to do–***

## ***What to Say–***

Introduce the power point/overhead slides of “Life Skills Addressed in 4-H Club.”

Present slide 2. Life Skills Addressed in Club Meetings

Present slide 3. Life Skills Addressed in Club Meetings

Present slide 4. Life Skills Addressed in Club Meetings

This lesson will focus on involving youth and leaders in planning and conducting meetings. While there are many avenues within a 4-H Club that offer opportunities to learn life skills, this lesson will focus on the club meeting as a delivery mode and the life skills that can be addressed through a club meeting. Let’s review the life skills that club meetings can promote.

A club meeting that is well planned and conducted can offer opportunities to practice skills in many competency areas. Here is a list of life skills we could expect to address. These skills are also listed in your handbook in Section II, Lesson 6.

Leadership  
Communication  
Responsible Citizenship  
Goal Setting  
Decision Making  
Problem Solving

Planning/Organizing  
Cooperation  
Managing Feelings  
Character  
Accepting Differences  
Social Skills

Critical Thinking  
Keeping Records  
Learning to Learn  
Teamwork  
Community Service  
Volunteering  
Sharing  
Marketable Skills



## ***What to do–***

## ***What to Say–***

[Lesson Plan Using Club Skit]

If you are using the club skit, introduce it here

Ask actors to present the meeting skit. Facilitate a discussion of that meeting.

[Return to General Lesson Plan]

Introduce the group activity to identify skills that can be strengthened through 4-H meetings.

### Self-esteem

You will remember that these are skills that require sequential learning experiences and many opportunities for practice. One of the reasons 4-H clubs have proved effective in helping youth develop these life skills is that the club brings youth together on regular basis and provides time for the interaction and practice necessary for mastery. The club meeting is the primary structure for this coming together. What happens at that meeting, then, is critical to the success of the club.

Let's observe a typical multi-project club meeting and look for ways these skills might be addressed.

I believe our actors are ready.

What did you observe about this meeting?

What structure was used to meet the needs of members?

How was the meeting structured to teach some life skills?

We are going to spend some time examining the structure of club meetings to highlight ways you could connect the meeting experiences to the reinforcement of these life skills.

In Section III, Lesson 12 of your handbook there is a guide for planning 4-H meetings, titled "4-H Meeting Guide". Use this guide [and the skit you have just observed] to complete this next task. I am going to assign three life skills to each table group. I would like your table group to identify several ways in which the three life skills you have been given could be strength-





## ***What to do–***

## ***What to Say–***

Distribute the cards with (three) life skills listed on them. Move about the room to monitor progress and assist where needed. When groups have had sufficient time to complete their task, facilitate a reporting of their ideas.

Ask for comments after each report and make appropriate notes.

Discuss considerations in planning effective club meetings using slide 5. Critical Elements in Planning Effective Meetings.

ened by using the three components of the 4-H meeting: Business Meeting, Educational Program and Social/Recreational Program. I would like you to record your ideas on this newsprint. We will enter these lists in the computer and print copies of the ideas generated by all the table groups for you to take home.

Let's hear the ideas that your groups have generated. Please attach your flip chart to the sticky wall and tell us the skills you worked with and the ways you think club meetings could help to teach these skills.

Does anyone have anything to add to this list?

There are three basic elements involved in planning club meetings that will assure that meetings provide positive youth development experiences. We have already discussed the first element; identifying specific life skills to target through a meeting format. The others are: Involving youth along with their leaders in the planning of the meetings, and Guiding the planning to assure balance and variety in the opportunities offered. The following discussion covers information that will help you, the youth development professional, assist adult leaders in involving youth appropriately in the planning and conducting of their meetings.



## ***What to do–***

## ***What to Say–***

Discuss involving youth in planning a balanced meeting.

Club meetings should be planned and conducted by youth members. This is their club. Youth run meetings attract more young people to the club and keep everyone involved. Older youth will be able to take more responsibility for both the planning and the implementing of those plans. Younger clubs will need more adult assistance. All ages will benefit, though, from some guidance in getting the process started and some support in carrying out their plans.

Youth who have had no experience with planning or conducting a club meeting will need more support than those who have been involved for a long time. However, be aware that even those young people who have a long history in club meetings, may not be aware of the need to provide a good balance between the business meeting and the educational and social parts of the meeting.

Present the Club Meeting Format formula using Slide 6.

Adults can help youth plan to mix meetings up with lots of variety to keep everyone interested, learning, and having fun. Provide them with this meeting formula

***Business: 15 minutes***

***Educational Program: 30-45 minutes***

***Recreation and Social Activities: 15-30 minutes***

Help them determine what is going to happen in each segment of the meeting and who will be responsible for each of the pieces planned for those segments.

Discuss ways to help youth create an inviting meeting space.



## ***What to do–***

## ***What to Say–***

Reinforce the importance of appropriately planned business meetings.

Adults can encourage youth to be involved in setting up the meeting space in a way that makes them comfortable and that is visually appealing to them. Their meeting space should be inviting. It should have plenty of light, be kept at a comfortable temperature, and provide adequate space and facilities for the activities that are planned. The way the room is arranged should support the activities planned for that meeting. Seating should be configured so that everyone in the group can see and hear everyone else during discussions or demonstrations. A semi circle or circle arrangement works well. Providing tables and chairs for officers may give them support and confidence. Help youth determine what equipment and supplies will be needed for the activities that they have planned and assist the youth in making sure that these items are readily accessible at the meeting.

Youth and the adults who work with them may need help keeping the business section of the meeting as short as possible; effective and to the point. Remind them that meetings that focus only on Robert's Rules of Order are just as boring for youth as they are for adults. Keep the age of your club members in mind when working with Parliamentary procedure. Until the age of 12 youth are very concrete thinkers and will not engage well with the abstract concepts of parliamentary procedure. An older "business buddy" may be helpful for young members for those meetings that require procedures more difficult than making and passing simple motions.



## ***What to do–***

Introduce the importance of creating meeting environments that meet the needs of youth.

Use slide 7 to discuss meeting environmental needs through club meetings.

Slide 7: Club Environments That Meet Basic Needs to present the elements of an effective meeting.

## ***What to Say–***

The primary role of adults in the club is to assure that the environment of the club meets the needs of youth.

The list of developmental needs from our review of youth principles will provide a guide for this role. Let's look at that list again and compare it to the elements needed in an effective 4-H meeting. Youth Development professionals must help adult leaders understand these needs and implement these elements into their clubs. This information can be found in Section III, Lesson 12 of your handbook.

### ***Promote Feelings of Acceptance and Belonging***

Youth join clubs and organizations because they want to be an active part of a group. If they do not feel they are welcome or that they “fit in” they will very quickly stop coming. Often, groups do not intentionally leave out members, but simply overlook new or quieter members. Plan group-building activities for every meeting. Through these activities, young people can be pulled into the group without feeling singled out.

### ***Provide Opportunity to Develop Relationships***

It is impossible to develop relationships without talking to one another. Club meetings that do not provide lots of opportunities for youth to talk with one another do not take advantage of one of the unique learning opportunities a club meeting can provide. Some simple ways to provide



structured interaction beyond get-acquainted activities are team-building activities, small group discussions, and committee work. Remember to include unstructured interaction time as well.

***Provide Safety and Structure***

Youth feel safe in a group when they know the behaviors that are expected of them. To clarify these behaviors it will be important to lead the club through a process of identifying the standards of behavior they all agree they want for their club. These can be written in the form of Club Rules and posted in a place where everyone can see them.

Club rules help members monitor their own behaviors and decrease the need for the adult leader to control behavior. Posted rules also help prevent misunderstandings between members and adults and leaders about appropriate behavior at club meetings and events.

In addition to club standards, 4-H members must be informed of and agree to any Code of Conduct that the state 4-H office requires for state and national events and activities.

***Provide Opportunities to Contribute to the Group***

A sense of belonging to any group, whether family, school, community, or club, is formed when there are opportunities to contribute to that group and when it is clear that those contributions are essential to the group. Clubs meetings must offer ways for all members to contribute and see themselves necessary to the success of the club.

Adult leaders can be vigilant in identifying the skills and talents of all members that can be employed to help



the club. If youth are given new responsibilities, it is up to adult leaders to make sure they are properly prepared to fulfill them. Training and mentoring are often needed for new leadership positions.

Before electing club officers, allow the youth to get a taste of the 4-H Club experience. The first meetings should help members get a sense of what the 4-H Club will be like, and whether or not they would even like to be an officer. Some clubs ask several youth to assume leadership responsibilities and rotate them through different positions fairly often.

***Promote Competence and Independence***

Help youth plan and conduct their meetings. Provide opportunities at age appropriate levels to have input into the design of the meeting and to provide leadership for the meeting. Prepare youth for the leadership roles they assume and provide support as they practice these roles. Help members evaluate their plans and use that information in future planning. Assist youth in developing plans for future meetings.

Point out the materials in the handbook that clubs could use to plan and conduct meetings.

There are some helpful worksheets and guides in your handbook that you could give to leaders to help them plan and conduct their meetings. I would like you to take a few minutes to review these in Section III, Lesson 12, of the handbook.

- outline of the club meeting agenda
- worksheet for planning a club meeting
- provides a checklist to evaluate the success of meetings
- explanation of simple parliamentary procedures
- a guide for presidents to use in using parliamentary procedure to conduct a business meeting
- provide a guide for secretaries to use in



## ***What to do–***

## ***What to Say–***

Allow time for the group to review the support pages. Then bring closure to the lesson.

taking meeting notes and writing minutes

- tips for conducting effective meetings.

This lesson was the first of three lessons that provide information that will help you support and maintain the 4-H club(s) in your program. The focus of this lesson was the 4-H club meeting as a delivery method for opportunities to develop life skills. The elements needed within those meetings to create environments that support the basic needs of youth was highlighted. Support materials were provided to assist youth and their adult leaders in planning balanced, interesting, and fun meetings that are conducted by the youth in the club.

The next lesson will focus on helping youth and their adult leaders prepare a more expansive plan for the club; a plan for all of the opportunities that will be offered during a club year.

*Adapted from: Colorado 4-H Certified Leader Training, Washington State 4-H Volunteer Leadership Training, Welcome to the World of 4-H Basics for New Leaders (WSU)*



# ***What Hat are You Wearing?***

Demonstrate the making of this hat and then direct the participants in making their own.

This activity requires working in pairs.

Give each participant two sheets of newspaper or flip chart paper.

Provide the following directions.

Hold the two sheets of paper together at the center.

Turn one sheet a quarter turn so that all eight corners of the pages are visible

Place the pages on top of your partner's head and press the down to form a snugly fitting crown.

Wrap clear tape around the papers at the forehead and back of the head. Roll the points of the paper to the base of the tape to form a "Derby" shape.

Add additional tape as needed.





# Club Skit

**President:** (the President stands throughout the business meeting)

*Taps gavel*

The meeting of the \_\_\_\_\_ 4-H Club is called to order. Please stand for the pledges.

Pledge of Allegiance

4-H Pledge: I pledge my head to clearer thinking  
My heart to greater loyalty  
My hands to larger service  
My health for better living  
For my club, my community, my country and my world

**President:** Now the secretary will call the roll.

**Secretary:** Today we will call the roll by telling our favorite food.

Member 1  
Member 2  
Member 3  
Member 4  
Member 5  
Member 6  
Member 7  
Leader

**President:** Thank you

**President:** Now the secretary will read the minutes of the (date) 4-H Club meeting.

**Secretary:** The meeting of the \_\_\_\_\_ 4-H Club was called to order at 3:30 p.m. by President \_\_\_\_\_. Pledges were said. Roll was taken. 8 members were present. Old business: \_\_\_\_\_ said the gardening project group made container gardens for the \_\_\_\_\_. \_\_\_\_\_ reported that the computer project members took a printer apart and put it back together again. \_\_\_\_\_ reported that two 4-H photography members took photos of the container garden presentations to the newspaper. There was no other old business. \_\_\_\_\_ reported that the 4-H photography project group was going to take pictures of displays at the Botanical Garden on (date) \_\_\_\_\_. \_\_\_\_\_ said the fine arts project was going to a museum on \_\_\_\_\_. There was no other new business. \_\_\_\_\_ made a motion to adjourn the meeting. \_\_\_\_\_ seconded the motion. \_\_\_\_\_ Meeting adjourned at 3:52 p.m. \_\_\_\_\_ then gave a demonstration on How Do Rockets Fly.

**President:** Are there any corrections to the minutes? (Waits a minute.) If not they stand approved as read. *Taps gavel.*

**President:** We will now have reports from the project committees.  
Citizenship - Fine Arts -  
Foods and Nutrition - Technology -

**President:** Thank you. Is there any old business? (Waits a minute.)

**Leader:** I'd like to thank all the 4-H'ers and the adults who helped to make and present the container gardens to \_\_\_\_\_. Also thanks to \_\_\_\_\_ and for taking photos. We have a display of the photos and other 4-H members work on the back wall.

**President:** Is there any other old business?

**President:** Is there any new business?

**Member:** The rocket project group has planned a trip to the Planetarium on (date).

**Member:** Some of us want to plan a community service project for the Jones Street Shelter. Anyone who would like to work on this project, please meet tomorrow at 4:30.

**President:** Is there any other new business? (Waits a minute.)

**President:** If there is no other business, is there a motion to be adjourned?

**Member:** I move that the meeting be adjourned.

**Member:** I second the motion.

**President:** All in favor of the motion say "Aye." All opposed say "no." The motion is passed. The meeting is adjourned. *Taps gavel.*

### **Educational Program**

**President:** Now it is time for our program. \_\_\_\_\_ will present a demonstration from the Arts and Crafts project.

Program Presentation: "What Hat are you Wearing?"

**President:** Thank you \_\_\_\_\_. This was a fun activity. Please hang on to your hats because we will be using them in another activity on another day.

### **Social/Recreational Program**

(We will not be enacting this portion but do point out that the president would lead it in the following manner)

**President:** Our recreation committee will lead us in our games. \_\_\_\_\_ will be in charge today.

**President:** Thank you \_\_\_\_\_.

Our snacks are provided today by \_\_\_\_\_. Thank you for preparing these delicious goodies for us.

### **Closure**

**President:** I want to thank everyone who has helped to make our meeting run smoothly. Our meeting will be held \_\_\_\_\_ (date).

## ***Procedures for Maintaining the Club***

**Involve youth and leaders in  
planning and conducting the  
meetings**

**Involve club members in preparing  
a yearly club plan**

**Promote and market the club**

**Help youth transition to new  
communities when families move**



## ***Life Skills Addressed in Club Meetings***

**Leadership**

**Communication**

**Responsible Citizenship**

**Goal Setting**

**Decision Making**

**Problem Solving**

**Planning/Organizing**



## ***Life Skills Addressed in Club Meetings***

**Cooperation**

**Managing Feelings**

**Character**

**Accepting Differences**

**Social Skills**

**Critical Thinking**

**Keeping Records**



## ***Life Skills Addressed in Club Meetings***

**Learning to Learn**

**Teamwork**

**Community Service**

**Volunteering**

**Sharing**

**Marketable Skills**

**Self-esteem**



## ***Critical Elements in Planning Effective Meetings***

**Identifying specific life skills to  
target through a meeting format.**

**Involving youth along with their  
leaders in the planning of the  
meetings.**

**Guiding the planning to assure  
balance and variety in the  
opportunities offered.**



## ***Club Meeting Format Formula***

**15-min. business**

**30– 45 min. education**

**15-30 min. recreation**





## ***Club Environments that Meet Basic Needs***

**Promote Feelings of Acceptance  
and Belonging**

**Provide Opportunities to Develop  
Relationships**

**Provide Safety and Structure**



## ***Club Environments that Meet Basic Needs***

**Provide Opportunities to  
Contribute to the Group**

**Promote Competence and  
Independence**



# ***Lesson 13A***

## ***Planning the 4-H Club Year***

### ***Materials:***

- ☐ Clover Survey handout
- ☐ Overhead or PowerPoint slides
  - A Yearly Plan Will
  - Putting the Yearly Club Plan Together
  - Gathering Information & Suggestions
  - Planning Committee
  - Setting Goals
  - Action Plans
  - Writing the Club Plan
  - Measure of Success

### ***Objectives:***

1. To present the procedures for making a yearly club plan.
2. To provide direction for involving youth in planning and implementing what will happen in the club during the year.

### ***What to do -***

Introduce the lesson

Introduce the importance of a yearly club plan.

### ***What to Say -***

This is the second of the three lessons focusing on supporting and maintaining clubs. This lesson addresses efforts to involve club members in preparing a yearly club plan. You will find the material I am covering in your handbooks starting in Section III, Lesson 13A.

Youth learn leadership skills by taking part in organizing the club, deciding what the club will do during the year, and writing the rules for group behavior. Young people will have more



## ***What to do–***

## ***What to Say–***

Discuss the benefits of a yearly club plan using **slide 1: A Yearly Plan Will**

ownership in the activities and projects they have planned or helped plan and this ownership will increase their level of participation. In addition, the activities will likely be ones that they find interesting, and therefore the club will be more rewarding and fun for everyone. Adult leaders can facilitate this input by involving them in making plans for what the club will do during the coming year.

A well-developed yearly plan will give guidance and direction to club members and leaders. It will

- Clearly state the goals that the club has agreed to work toward.
- Let everyone know what to expect from participation in the club.
- Outline each person's responsibilities.
- Provide each member with specific tasks during the year.
- Give everyone ample time to prepare for meetings and events.
- Promote a balanced experience with a variety of activities.
- Help the group to measure how successful they were in reaching their goals.
- Help families to better participate in 4-H events.

Discuss the process of putting a yearly club plan together using slides 2 & 3, Constructing a Yearly Plan and Gathering Information. The following information supports these slides

### **Slide 2: Constructing a Yearly Plan**

The process of putting a plan together involves two steps

1. Determining the interests needs and desires of all the members of the club. It is important to involve everyone in the club in identifying the things they would like learn and the activities they would like to focus on.
2. Putting those suggestion into a plan.



## ***What to do–***

## ***What to Say–***

### ***Slide 3: Gathering Information & Suggestions***

Youth and leaders will use the information that club members provide to determine the activities and events that the club will offer during the year.

There are many ways to discover what youth and parents would like to build into their 4-H experience. Here are some ideas.

- Use a Clover worksheet activity
- Use a survey box – decorate a box or container and explain its purpose at an open house, general meeting, activity or event. Have a short form or blank pieces of paper for suggestions to be put into the box for the upcoming 4-H program year.
- Use a wall parking lot or sticky board in an area easily accessible to the youth's height. As youth arrive ask them to write on a self-adhesive note or a brightly colored paper at least one thing they would like to do, to learn, or make in the 4-H club this year.
- Ask teens to develop a web-based survey to gather information about interests from other youth – have the survey be creative and interactive.
- Have members create collages suggesting programs, activities, and events they wish to participate in during the club year. Have members explain the collages.
- During roll call ask members to answer with a suggestion for a club activity, program, goal, etc. No response should be repeated. Place responses onto a poster pad for all to see.

Introduce the Clover Activity

Today we are going to explore a method recommended by 4-H staff in



## ***What to do–***

## ***What to Say–***

Lead participants through a procedure for determining interests and needs of the group. Define a type of club that all groups will use in the exercise so that you can use a merging process to work with their responses.

Give the group 3-4 minutes to write their responses on the clover.

Give the group another 3-4 minutes to write these responses. Continue this process with segments three and four.

several states. This Clover worksheet activity provides a way to gather information during meeting time and adapts well for use with all age groups. It is designed to be performed individually, but 7-8 year olds may need to be paired with an older youth to assist in the writing aspect of the activity. Pretend for the next 30 minutes that you are part of a 4-H group and I am your 4-H leader or club officer.

So that we can merge your work as we would if you all represented a single club, let's assume that we are a multi-project club and that our members are 9-16 year olds.

In Section III, Lesson 13A of your handbook you will find a graphic of a clover. In the upper left hand segment of the clover, write what you are curious about and would like to explore this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community.

In the lower left hand segment of the clover, list any hobbies you enjoy. In the lower right hand segment, write ideas for activities that would be fun for you.

Take some time now to share what you have written on your clover with the people at your table. Make a check by the items that are the same.

I have placed four large flip chart pages on this bulletin board. I would like to have



## ***What to do–***

## ***What to Say–***

Demonstrate how this information can be used to set club goals in the following manner. Lead the group in identifying those entries on each chart that are similar and circle them. Those ideas that are circled will be the basis for the program planning process because they represent common choices related to project interests, community service, and recreation. It is possible to move immediately into setting goals from this data, or the information can be given to a planning committee at this time.

Lead a discussion of information gathering ideas.

Review the procedure for turning ideas into a plan using slides 4,5,& 6. The following information supports  
**Slide 4: Planning Committee Selection**

the ideas that were generated at each table recorded on these charts. I have given a different color of magic marker to each table so that we can track the information.

How well do you think this method of gathering information would work for your 4-H program?

How might you adapt the activity to meet your own needs?

Can you think of other ways to gather information from youth and parents?

As a rule, the work of putting suggestions into a plan is handled by a planning committee. There is no one way to work with a planning committee, but these steps seem to work well for most clubs.

Planning committee membership should be as inclusive as possible. If the club is small, the committee could be the whole club. In this case, members can be divided into groups with the



responsibility for planning a specific part of the club plan (such as time, place, business agenda, educational programs, social/recreational activities and citizenship opportunities). The planning committee will coordinate the efforts of the groups and will get their work into a written plan.

If the club is large, a representative committee is recommended. The committee may be elected, or appointed in accordance with the club's by-laws or guidelines. Members of the club planning committee should represent the interests and the diversity of all people in the club. Representation of individual differences that could include race or national origin, gender, disabilities, age, long time or new membership should be visible on the committee.

Often, the vice president serves as the youth chair of the planning committee. The youth chair and adult leaders will work with the planning committee to put the suggestions and input from club members into a practical plan for the year.

***Slide 5: Planning Committee  
Advantages***

Planning meetings allow each member to be a part of decisions affecting the club and assure the kinds of programs and activities 4-H members, leaders, and parents really want. This participation increases the likelihood that club members will stay involved.

In addition, while deciding how they will make their ideas happen, youth develop skills in group process, planning and management.

***Slide 6: Planning Committee Meeting***

This is an outline of the planning committee meeting. Make sure the time, space and format that you are using for this meeting will encourage total group participation.





## ***What to do–***

## ***What to Say–***

Discuss turning ideas into goals and plans using slides 7,8,& 9. The following information supports these slides.

### ***Slide 7: Setting Goals & Good Club Goals***

Bring the information you have gathered to the meeting. You may want to add some information such as

- Ages of members, where they live, and what they do.
- Activities and organizations outside 4-H in which club members are involved.
- Information about the community: schools, businesses, and people. Suggestions on how 4-H can work with other groups to develop a good program and improve your community?
- Information on the current emphasis in the county 4-H program, noting the training that is available, county or district events and activities, and emerging areas of interest and support.

Start the meeting with a group building experience. Then lead the group in identifying the club goals. When goals have been written, decide what activities or experiences will be offered to reach those goals. Identify who will be responsible for these actions and put all of this in writing. Take the plan to the club for approval.

Goals state what the club members would like to see the club accomplish during the year.

- Start with the interests of club members and target life skills.
- State the goals clearly in words that make it easy to determine whether they were reached.
- Choose goals that are realistic and achievable and can be measured.
- Make sure goals fit within the developmental capabilities of members.



- Choose goals that promote cooperation.
- Choose goals that promote learning and skill development.
- Choose goals that provide individual and group achievement incentives.

**Slide 8: Possible Club Goals**

The following are examples of some possible club goals: There are more in your handbook

In (year)\_\_\_ our club members will:

Learn more about (something—health, computers, pets, etc)

Participate in \_(# of)\_\_\_\_\_ community service activities

Train officers to conduct a monthly business meeting

Give a demonstration or public speech on a selected topic

Provide all 4-H club families with a calendar of events

**Slide 9: Action Plans**

Once specific goals are defined, the planning committee must decide upon the kinds of experiences the club will offer to achieve each goal.

The committee will then outline how these actions will be carried out.

For example, to accomplish the goal of developing greater parent involvement, the group may decide to have a parents' night or plan visits with each parent at their homes. Project work that is offered through the club should support the development of the skills youth have targeted through their goals.

An annual 4-H program club plan typically includes the following kinds of activities:

- Meetings that take place on a fixed date every month.
- Educational field trips or presentations by special guests.
- Recreational activities (games, songs, etc.) for each meeting.
- Special events such as parties, dances, or picnics.



## ***What to do–***

## ***What to Say–***

Lead a discussion about putting the club plan into a written format using **Slide 10: Writing the Club Plan**. The following information supports Slide 10.

- At least one community service project.
- Two or three projects lasting at least two months each.
- At least one opportunity for each member to make a presentation.
- One club recognition activity.
- One promotional activity during National 4-H Week.
- One meeting to plan the program for the following year.

Write the plan for the year in simple terms with date, time, place, and the names of those responsible for each offering. Keep good minutes when planning. Make sure the plan

- includes experiences that involve all members
- has opportunities interesting and appropriate for all ages
- can be realistically accomplished
- has made sure members will have fun while learning
- has taken into consideration the activities outside of the 4-H club that members are involved in that could affect their participation
- includes opportunities for members to experience leadership, public speaking, service to the community

Copies of the proposed plan will need to be given to everyone in the club so that they can read it before voting on it. The plan must have the approval of the club.

Discuss ways to determine accomplishments in reaching club goals using **Slide 11: Measure of Success Indicators**. The following information supports those slides.



## ***What to do-***

## ***What to Say-***

Bring closure to the lesson

Part of a planning process is checking out progress toward goals. Throughout the year, leaders and members need to review the club plan to determine how well they doing in reaching their goals.

In addition, it is important that club leaders and officers review the structure of the club quarterly to assure that the environment of the club is one that supports positive growth and development.

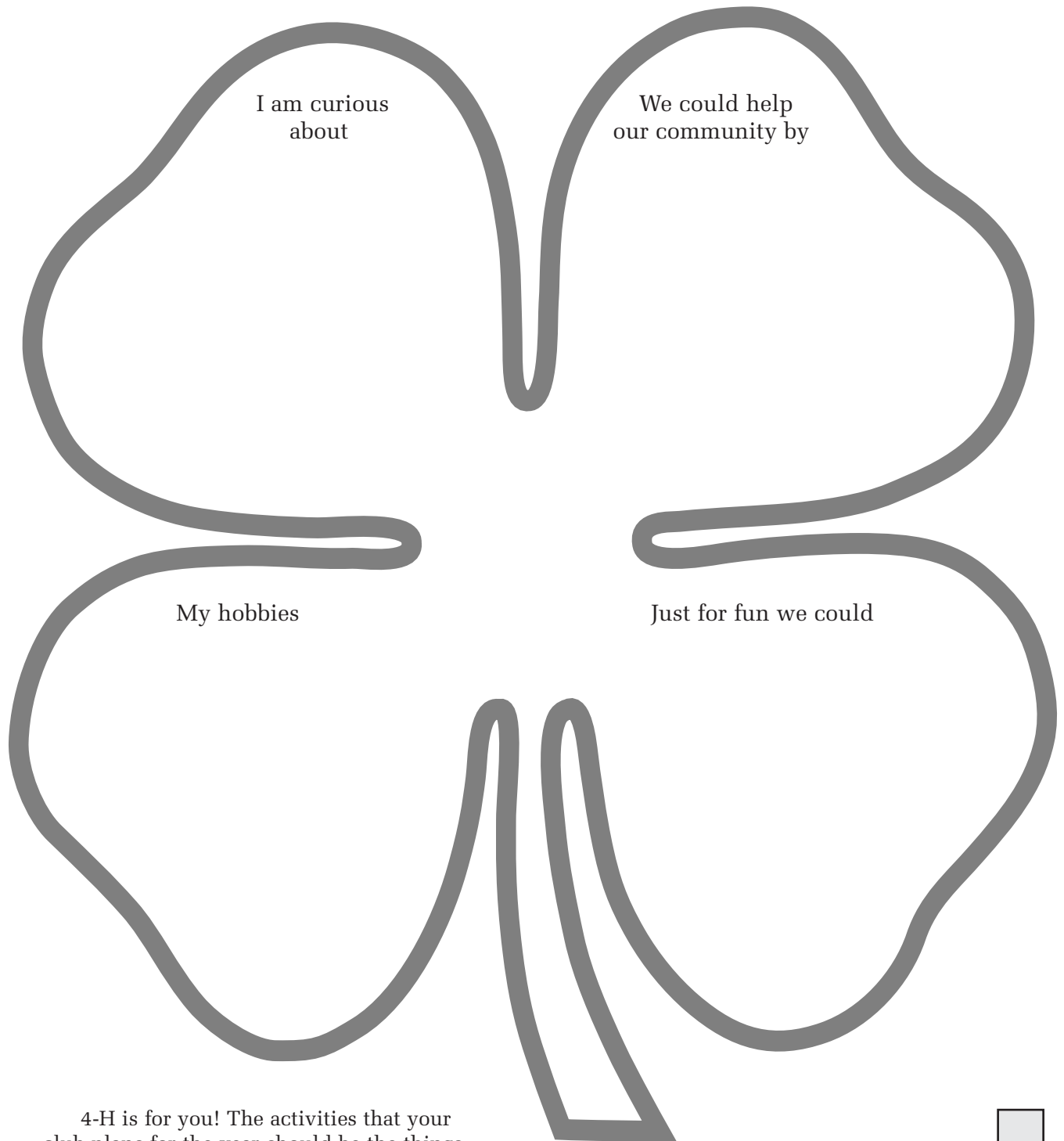
Section III, Lesson 13A of your has a check list you can use.

The planning process is fairly straightforward. As you implement it with youth and adults you will want to be aware of the issues and concerns that may surface in the group if conflicts in interests arise. Make sure that the final product has something from everyone in it.

If youth see themselves in their club plan, they will develop ownership in the club. This ownership will not only keep them involved, it will stimulate their efforts to involve others. Which leads us to our next lesson on marketing.



# ***How to Design your own Clover***



4-H is for you! The activities that your club plans for the year should be the things the members of your club want to do. By writing your ideas on this clover you will help the planning committee.

In the upper left hand segment of the clover, write what you would like to find out about this year in 4-H.

In the upper right hand segment, write ideas you have for helping the community

In the lower left hand segment of the clover, list any hobbies you enjoy.

In the lower right hand segment, write ideas for activities that would be fun for you.



## ***A Yearly Plan Will***

**State members goals**

**State participation expectations**

**Outline individual responsibilities**

**Provide a schedule**



## ***A Yearly Plan Will***

**Promote a balanced experience**

**Provide a way to measure  
success**

**Promote family participation**





## ***Constructing a Yearly Plan***

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### **Step One:**

**Determine the interests and desires of all members of the club**

### **Step Two:**

**Putting the Suggestions into a Plan**

---



## ***Gathering Information & Suggestions***

- **Clover Worksheet Activity**
- **Survey box**
- **Post a wall parking lot or sticky board**
- **Web based**
- **Collages**
- **Roll call**
- **Brainstorming**



## ***Planning Committee: Selection***

**Represent the total diversity of  
the club**

- Ages of Members**
- Gender**
- Race**
- Abilities/Disabilities**
- Parents and Volunteers**
- Long Time and New Members**

***(Small clubs can use entire club as the committee)***



## ***Planning Committee: Advantages***

**Assures everyone has a voice in  
what the club does**

**Provides a hands on learning  
experience in group process**

**Planning**

**Organizing**

**Managing**



## ***Planning Committee Meeting***

**Gather Information before the meeting**

**Start the meeting with a group building experience**

**Identify group goals**

**Create action plans to reach goals**

**Identify responsibilities**

**Write the plan**

**Get club approval**



## ***Setting Goals***

**Goals state what club members  
want to accomplish**

**Good club goals**

**Are based on interests of  
members**

**Target life skills**

**Are stated clearly**



## ***Setting Goals***

**Good club goals**

**Are realistic and achievable and  
measurable**

**Are appropriate to developmental  
needs of members**

**Promote cooperation**

**Promote learning and skill  
development**



## ***Setting Goals***

**Good club goals**

**Provided incentives; group and individual**

**Provide opportunities for communication, leadership and community service**





## ***Setting Goals***

**Goals statements can start like this:**

**In (year) our club members will**



## ***Action Plans Include***

**Meetings that take place on a  
fixed date every month**

**Educational field trips or  
presentations by special  
guests**

**Recreational activities (games,  
songs, etc.) for each meeting**



## ***Action Plans Include***

**Special events such as parties,  
dances, or picnics**

**At least one community service  
project**

**Two or three projects lasting at  
least two months each**



## ***Action Plans Include***

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**At least one opportunity for each member to make a presentation**

**One club recognition activity**

**One promotional activity during  
National 4-H Week**

**One meeting to plan the program  
for the following year**

---



## ***Writing the Club Plan***

**Use simple terms and include  
dates, times, places, and names  
of those responsible**

**Make sure the plan:**

- **Can be realistically accomplished**
- **Includes experiences that involve all members**



## ***Writing the Club Plan***

- **Has interesting age appropriate opportunities.**
- **Assures fun for members**
- **Takes into consideration members activities outside of the 4-H club.**
- **Promotes leadership, public speaking, and service to the community**



## ***Measure Of Success Indicators***

- **Open communication between local 4-H office and leaders of the 4-H club**
- **Diversity in membership and leadership**
- **Shared leadership between adults, and youth**



## ***Measure Of Success Indicators***

- **Flexible and adaptable leadership**
- **Varied opportunities for youth/adult partnering**
- **Individual interests, abilities, and assets addressed**
- **Balanced avenues of participation offered**





## ***Measure Of Success Indicators***

- **Balanced opportunities for cooperation and competition offered**
- **Recognition provided for member and volunteer accomplishments and contributions**
- **Group agreement on rules to assure positive environment**





# Lesson 13B

## Roles and Responsibilities

### Materials:

- ☐ Derby hats made in Lesson 12: Conducting the Club Meeting \*
- ☐ Cards that will fit inside the rim of the hats they made in Lesson 12, printed with the name of each of the following roles.\*\* Make enough for each person to have a role card-large groups will have several cards for each role.
- ☐ Half sheets of paper with the same role names printed on them.
- ☐ Half sheets (4"x6") of paper printed with 4-H responsibilities associated with each role.
- ☐ 6 feet of bulletin board paper
- ☐ 3M Spray Mount
- ☐ Typical Responsibilities Distribution handout

### Objectives:

1. To build awareness that starting and maintaining 4-H clubs and groups is a team effort and not the responsibility of a single individual.
2. To help participants identify and assign responsibilities involved in starting and maintaining 4-H clubs and groups.

\*If you did not make hats as part of the skit in lesson 12 you will need material for the activity in this lesson

- two full sized sheets of newsprint (flipchart paper) per participant
- rolls of 1-2 inch clear packing tape

### \*\*Youth

4-H Club Leaders  
 County 4-H Youth Development Professional (4-H Agent)  
 Club Officer  
 Parents  
 Program Development Committee (Advisory Board)  
 Project Leader  
 State 4-H Youth Development Specialist  
 County Extension Office Secretary  
 Events Coordinator  
 Area/District Youth Development specialist (where appropriate)

### What to do -

Before the class meets, prepare a "sticky wall" by taping the bulletin board paper to a wall and spraying it with 3M Spray mount.

Prepare cards that will fit in the rim of the hats as labels with the names of roles involved in keeping 4-H programs operating effectively. Put the half sheets of paper with these names across the top of the bulletin-board paper prepared as a "sticky wall".

### What to Say -



## ***What to do–***

## ***What to Say–***

Prepare half sheets of paper with the responsibilities involved in each of these roles.

If you did not use the make a hat activity, you will want to start this lesson with that activity. The directions are on in Lesson 12.

Introduce the lesson.

We have been looking at the steps in putting a 4-H club together and keeping it going. You may be thinking, “Who is going to do all this work?”

Obviously, a successfully operating 4-H program requires the efforts of a team of players. This lesson will provide an opportunity to identify specific roles that must be filled to support successful and effective 4-H clubs and the responsibilities assigned to each of these roles.

When we made hats in Lesson 12, I told you that we would be using these hats in a later lesson. At this time, I would like you each to put on the hat you made, move to the back of the room and form a circle with the rest of the group.

When the group is standing in a circle, pass out role card labels

I am going to give each of you a card with the name of a role that is important in implementing 4-H clubs or groups. Read this card and remember the role you have been assigned. Put the card in the brim of your hat. I want each of you to introduce yourself by the role you have been given and to tell us what you think your responsibilities with that role might be.

*(If you have a large group you may need to divide the participants into several groups to accommodate the number of role cards you use.)*



## ***What to do–***

After all participants have had a chance to describe their roles, give each participant several responsibility descriptions (at least two sheets per person).

Direct the group to the building of a display of the roles and responsibilities on the sticky wall.

Facilitate a discussion of the model they have created.

## ***What to Say–***

These sheets of paper have responsibilities printed on them that correlate to one of your roles. If you believe the cards you have been given match your role, keep those cards. If they do not seem to describe your role find the person whose role they do describe.

Once you have found the responsibilities that correlate to your role, place them on this wall under the heading for your role. There will be at least two responsibilities for each role. As these cards go on the wall, the rest of the group should be checking to see if the choices seem appropriate. You may negotiate changes that you think need to be made.

Obviously, many of these responsibilities can belong to more than one person. While some of these responsibilities are clearly associated with specific job descriptions, some are subject to discussion. Youth development professionals must use good facilitation skills to assist those who are involved in the program to clarify role responsibilities. It will be important to record and post these decisions so that everyone is clear about the responsibilities they have agreed to take on. These teamwork skills are essential in delivering youth development programming through 4-H clubs.



## ***What to do–***

## ***What to Say–***

Hand out the Typical Responsibilities Distribution page.

You will need to adapt this list to the group targeted in your training. If you are working with a partnering organization, you will need to add roles and responsibilities that are specific to that organization and adjust this list to include those roles.

Make adjustments to the model as needed and discuss the reasons for the responsibilities as they appear on the list.

Help the group reflect on the activity and apply it to their work

The list I have just given you has been found to be efficient and effective. How does our model stack up against this list?

How did you feel about this activity?  
What part of the activity was the most difficult?  
What did you learn about 4-H program responsibilities from this activity?  
How will the ideas shared help you in supporting 4-H clubs or groups in your community?  
Why is an understanding of the roles and responsibilities of youth workers in 4-H important to maintaining clubs?



# ***Typical Responsibilities Distribution***

## ***Youth***

- Participate in meetings and activities
- Provide input into 4-H club and project offerings
- Carry out responsibilities as needed by the group
- Interact with other members of the group
- Gain skills leading to competence
- Promote 4-H to other youth

## ***4-H Club Leader***

- Serve as the first contact for the club
- Inform county 4-H office of club plans
- Ensure 4-Hers are being recognized
- Discuss agenda with officers prior to each business meeting
- Make arrangements for meetings
- Ensure supplies and materials are available
- Assist youth in developing life and project related skills

## ***County 4-H Youth Development Professional (Agent)***

- Meet with county program development committee
- Share 4-H curriculum options
- Provide training on county and state 4-H programs and policies
- Develop articles recognizing 4-Hers accomplishments
- Assist youth in developing life and project related skills
- Recruit volunteers for 4-H clubs
- Provide recognition for 4-H volunteer leaders
- Assist with 4-H Enrollment
- Ensure 4-H clubs have necessary supplies and materials

## ***Club Officers***

- Promote 4-H to other youth
- Mentor younger members
- Conduct 4-H business meetings
- Provide leadership for 4-H Club
- Work with 4-H club leader to plan meetings and program

## ***Parents***

- Volunteer to assist with 4-H projects and activities
- Provide transportation for members to 4-H activities
- Attend club meetings and activities
- Encourage participation in 4-H program

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***Program Development Committee/Advisory Board***

- Work with County youth development specialist to plan the overall Extension youth development program
- Assure county program is delivered as planned
- Meet with county 4-H youth development professional (agent)

***Project Leader***

- Know and use 4-H curriculum
- Find out youth's interests
- Plan and conduct project meetings
- Assist members in setting goals and planning the project
- Assist youth in developing life and project related skills

***State 4-H Youth Development Specialist***

- Submit state 4-H Club data to on-line reporting system
- Coordinate efforts of 4-H clubs in their state
- Support county 4-H youth development professionals (agents)
- Promote and support 4-H initiatives statewide
- Train staff on use of 4-H curriculum
- Submit quarterly 4-H update form

***County Extension Office Secretary***

- Submit county 4-H club data to on-line reporting system
- Process 4-H enrollments
- Provide information on county and state events

***Events Coordinator***

- Coordinate member involvement in presentations, demonstrations and county events
- Coordinate 4-H events in the county
- Assist youth in developing life and project related skills

***Area/District Youth Development Specialist (where appropriate)***

- Coordinate 4-H Activities for the Region
- Provide Technical Assistance on 4-H
- Train staff on use of 4-H curriculum
- Support county 4-H youth development professionals (agents)



# ***Lesson 14***

## ***Marketing 4-H Clubs***

### ***Materials:***

- ☐ Flip Chart Paper
- ☐ Markers
- ☐ Note pads
- ☐ Posters or Overhead/PowerPoint slides of small group discussion questions
- ☐ 4x8 Cards printed with audiences to target in marketing skits.
  - Parents, Youth 6-8 years, Youth 9-11 years, Youth 12-14 years, Youth 15-18 years. (Other staff and/or Administrator or Funder categories may be added if participants represent organizations partnering with Extension).

### ***Objectives:***

1. To stimulate ideas for marketing the 4-H program to youth, parents and communities.
2. To help participants create age appropriate marketing spots that appeal to youth audiences.
3. To provide an experience in involving a group in planning a marketing strategy.

### ***What to do -***

Introduce the lesson

### ***What to Say -***

This lesson focuses on methods for attracting youth and families to 4-H clubs and groups and retaining them in 4-H. Let's start by reflecting upon the groups and organizations that you may currently belong to or have joined in the past. Take a few minutes to make a list on the note pads at your tables of some of the groups that you have joined.

What do you think youth want from the groups they join?



## ***What to do–***

## ***What to Say–***

Give the groups several minutes to make some notes, and then facilitate a discussion about the elements of an organization that attract new members using the following questions. Discussion and sharing should not take more than about 10 minutes.

Direct the discussion to include the roles that groups play in meeting developmental needs of belonging and membership, closeness and several good relationships, self worth and the ability to contribute, independence and control over one's life, competence and mastery, self- awareness, and safety and structure.

Direct the discussion to recognize that youth and adults both join groups to feel many of the same needs.

The reason for asking these questions is to get the participants thinking about what really effective marketing is and what attracted them to join a particular group or organization.

Direct the discussion to identifying promotional methods that the group has found to be effective with the groups they have joined. Help the group to recognize the importance of personal contact and the promise of meeting a need.

What are some of the groups you have identified?  
Why did you join?  
What benefits did you hope to gain from the group?

Why do you think people join groups ... any groups? What are some things they are seeking?

Why would a young person join 4-H? What can 4-H provide to kids?  
What can 4-H provide to families?



## ***What to do—***

## ***What to Say—***

Divide the participants into table groups and direct the groups in gathering information for a marketing plan for an imaginary club. Assign each group an audience to target with their marketing plan. (parents, youth 6-8 years, youth 9-11 years, youth 12-14 years, youth 15-18 years). If you have youth development professionals from another organization in your group, you might want to assign categories of (1) other staff and/or (2) administrators or funders of their organization. If you use these additional categories, provide these groups with questions that help them identify and promote the educational outcomes youth will experience from 4-H.

Display the slide of marketing questions and review.

Think about an organization you have belonged to. How did you find out about the organization?

What was it that led you to join?

What is the most creative marketing strategy you have seen used to recruit people to join or volunteer for an organization?

Marketing is not about slogans — it's about seeing needs and meeting them. Flyers just don't cut it anymore — in this day and age of technological advances, it is so important for our marketing strategies to be appealing to our audience — the youth that we want to participate in 4-H. We need to think of new, different and creative ways to reach out to youth. We must find ways to help youth recognize what 4-H can do for them.

What can 4-H provide through your club that the audience you have been assigned would see as a benefit?

What are some high profile special events and activities that 4-H is involved in within the community that would



## ***What to do–***

## ***What to Say–***

This small group discussion should not take more than 15 minutes.

demonstrate to this audience that 4-H is interesting and appealing?

What are some formal strategies or methods you could use to let this audience know about 4-H and \_\_\_\_ Club?

What are some informal strategies you could use to let this audience know about 4-H and \_\_\_\_ Club?

What barriers to successful use of these marketing strategies might arise and what are some solutions to those barriers?

Your task now is to work with the group at your table to identify the information you would need to develop a marketing plan for an imaginary 4-H club or group. You will need to “name “ your club/group and define the community in which it is located. Then answer the questions on this poster (slide). Designate a reporter from each group to record the group’s ideas.

Now we are going to see who can create the most creative marketing spot! I have given each of your groups a specific audience to target in recruiting members to your club/group. Use some of the information you have gathered in your discussion to brainstorm ideas for reaching your target group. Then develop a 3-4 minute skit to share with the total group that demonstrates your most creative ideas for attracting this audience. You will have 15 minutes to prepare your skit. You can use any “props” you find around the room to help you present your skit.”

Allow participants 15 minutes to work in their groups. Move about the room to monitor progress and to assist where needed. Call the total group back together as soon as groups have completed the task.

Facilitate the skit presentations.



## ***What to do–***

## ***What to Say–***

When all skits have been presented, help the group identify what they have learned from this exercise using the following questions.

Introduce the importance of helping youth with transitions to new 4-H communities when family moves occur.

As you come forward to present your skits, please provide the group with a description of the club and community and tell us the audience you are targeting.

How did you feel as you worked with your group to prepare this marketing demonstration?

How did your group go about selecting a marketing idea?

What role did you play in the design and delivery? (The delivery is in this case is the skit)

What did you learn from working in your group to generate a marketing plan?

What ideas can you take home from the skits that were presented?

How will this exercise help you assist a club in your community to recruit members?

Another aspect of marketing is the retention of members. Retaining members within the group requires keeping them interested and involved. We have addressed strategies to keep members actively participating in earlier lessons. Continued participation becomes more difficult to support, however, when youth move to a new community. A strategy to retain members through this transition is an important factor in a youth development program.

Because families are much more mobile than families were when 4-H first began, many youth will experience a move to a new community several



## ***What to do–***

## ***What to Say–***

times during their childhood and teen years. The advantage of belonging to 4-H, an organization that provides programs to youth in every county in the United States and its territories and to youth on military installations throughout the world, is that a move to a new community should not result in losing club or group membership.

While long time involvement with the same group of people is a positive factor for healthy development, youth can experience some of the benefits of longevity through participation in clubs that are similar in structure and goals. State 4-H programs may vary, but the basic concepts and formats of 4-H clubs are familiar to new members with past 4-H experience. 4-H can provide some continuity in out-of school opportunities for youth who are new to a community,

However, utilizing the 4-H organizational network requires some additional effort on the part of leaders and agents. It is the responsibility of 4-H youth development professionals to help young people connect to the 4-H opportunities that will be available to them in their new communities. It is also the responsibility of 4-H youth development professionals to assure a welcoming environment for those youth when they arrive in their new communities.

Facilitate a sharing of ideas that would assist youth in making a transition to a 4-H program in a new community. A five to seven minute discussion should be sufficient for this portion of the lesson.

LESSON 14



## ***What to do–***

## ***What to Say–***

Recap ideas that were shared during the discussion and add the following information if it did not surface during this discussion.

If you were leaving a 4-H club or group and moving to a new community, what kinds of support would make this transition easier for you and would assure that you connected to another 4-H program?

If you are an extension 4-H youth development professional, you should have a listing of the phone numbers for all of the state 4-H offices in the U.S. Your state 4-H office can give you this list as well. By contacting the state 4-H office in the state to which a youth is moving, you can obtain the county 4-H office phone number for your 4-H's new community and provide the youth/family with that information. This will facilitate connection to 4-H in the new community. You can increase your level of assistance by making a phone call to the agent in that county to alert them to the arrival of a transitioning 4-H member. If you are a youth development professional from a partnering organization, your county 4-H agent can provide you with the information you need to help youth transition to another 4-H program. If you are a military partner, your extension liaison person will also have this information.

In addition, you will want to be sure that the adult leaders in your community are aware of the transition connections available to 4-H members and that they refer youth who will be moving to your office or work with you to make these connections themselves. 4-H Club Leaders can assist youth who are moving away by helping them gather all of their 4-H records and paperwork to take to their new community.

Club Leaders should assist youth who are new arrivals to the club by making



## ***What to do–***

## ***What to Say–***

Bring closure to this lesson by reviewing what has been covered.

sure new members have the information they need to succeed in this new club. Taking time to talk with young people about the club they have just left and the experiences they have had with 4-H will give the leader the information needed to help youth become a part of the community.

Attracting youth and their families to 4-H club participation is a critical aspect of maintaining clubs. This lesson has focused on planning procedures and strategies to market 4-H clubs and groups to youth of all ages and to their parents. We have also addressed ways to inform the administrators and the public about the educational benefits of the 4-H program.) Marketing strategies must also include plans for helping youth stay involved in 4-H when moving to new communities and we have talked about methods to facilitate successful transitions.

In Lesson 15, we will explore ways to recognize youth for their accomplishments. Recognition can perform a role in retaining members as well as in enhancing the development process.





## ***Marketing 4-H Clubs***

- **How many of you have ever joined a group or an organization?**
- **What are some of the groups you have identified?**
- **Why did you join?**
- **What benefits did you hope to gain from the group?**



## ***Marketing 4-H Clubs***

**Think about the groups you have joined.....**

**How did you find out about these organizations?**

**What is the most creative marketing strategy you have seen used to recruit people to join an organization?**



## ***Marketing 4-H Clubs***

**Why would a young person  
join 4-H?**

**What can 4-H provide to kids?**

**What can 4-H provide to  
families?**



## ***Creating your Marketing Plan***

**Name your club!**

**Define the community in which it  
is located.**

**What can 4-H provide through  
your Club that this audience  
would see as a benefit?**



## ***Creating your Marketing Plan***

**What are some special events & activities that 4-H is involved with in the community that would appeal to this audience?**

**What are some formal & informal strategies you could use to let the audience know about 4-H and your Club?**



## ***Creating your Marketing Plan***

**What barriers to successful use  
of these marketing strategies  
may arise & what are some  
solutions to those barriers?**

